

## Learning & Skills Council London East - Funding Prospectus 2003



# Funding Prospectus 2003

**Supported by the  
European Social Fund Objective 3  
&  
The Learning & Skills Council London East**

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## **1 Introduction**

The five London Learning and Skills Councils (North, East, South, West and Central) are calling for proposals to fund their developmental priorities for this year. The priorities are based on the Learning and Skills Council's national and local strategies and the European Social Fund Objective 3 Regional Development Plan for London. The funds used to support these priorities will be drawn from the Learning & Skills Council's main programme budgets, and the European Social Fund Objective 3 budget.

The Funding Prospectus and its supporting paperwork, explains the approach we have taken and the reasons behind this approach. It will enable you to make an informed decision on whether or not your organisation, group or partnership should apply for funding against one of the local priorities.

If you are familiar with the process, from previous years, please refer to the LSCLE Application Form Guidance pack before completing the application form. This pack will take you step by step through the process, providing guidance for each section of the application form. It also includes the assessment criteria that will be used by the assessors of your application.

PLEASE NOTE: There is an additional document on the London East website called 'LSCLE Funding – Important Updates'. It is important that you open and read this document.

## 2. The Learning and Skill Council

The Learning and Skills Council (LSC) was established under the Learning and Skills Act 2000. It is a unitary body with 47 local councils and replaces the Further Education Funding Council (FEFC) and the Training and Enterprise Councils (TEC)s. The LSC is responsible for the funding of all post-16 education and training below Higher Education including:

- > Further Education sector colleges;
- > School sixth forms;
- > Work-based training for young people;
- > Workforce development;
- > Adult and community learning;
- > Information, advice and guidance for adults and;
- > Education business links.

### 2.1 Learning & Skills Council's Aims and Objectives

The National Learning and Skills Council's strategic objectives are detailed in the draft Corporate Plan. They were defined at the national level:

- > To raise participation and achievement by young people;
- > To increase demand for learning by adults;
- > To raise skills for national competitiveness;
- > To raise the quality of education and training delivery;
- > To equalise opportunities through better access to learning;
- > To improve effectiveness and efficiency.

### 2.2 Targets

The following targets have been set at national level:

- > To raise achievement of **young people aged 19**, measured by the proportion attaining a Level 2 qualification, and the proportion lacking the basic skills of literacy and numeracy.
- > To raise achievement of **young people aged 21**, measured by the proportion attaining a Level 3 qualification, and the proportion lacking the basic skills of literacy and numeracy.
- > To raise achievement of the **entire adult population**, measured by the proportion attaining Level 3 qualification, and the proportion lacking the basic skills of literacy and numeracy.
- > To raise **participation** in post-16 learning, measured by the proportion of 16-18 year olds engaged in education and training.
- > To raise the **quality and effectiveness** of the education and training we support, measured by external inspection grades and by structured feedback from learners, employers and training providers.

For further information on the Learning and Skills Council, please visit the website on:  
[www.lsc.gov.uk](http://www.lsc.gov.uk).

### 3. The Learning & Skills Council London East

The Learning & Skills Council London East (LSCLE) is one of the five London arms of the National Learning & Skills Council. We are based in Stratford (London Borough of Newham).

The Learning & Skills Council London East boundary includes the following boroughs:

**Newham, Hackney, Tower Hamlets, Havering, Redbridge, Barking & Dagenham, Bexley, Greenwich, Lewisham, and the City of London.**

The Learning and Skills Council, London East is responsible for taking forward the national LSC agenda but, in so doing, ensuring that the strategic approach fully reflects the London East context. The local strategic plan must both contribute towards national objectives and targets and ensure that learning provision fully meets local needs.

The Learning & Skills Council London East has three primary functions:

1. To plan strategically the provision of all post 16 learning provision (with the exception of Higher Education) and some pre-16 provision, taking full account of national government policy and local economic and labour market intelligence.
2. To purchase strategically such provision in order to achieve our targets and realise the impact outlined within this strategic plan, spending the annual budget in a cost-effective way.
3. To improve continuously the scope, relevance, quality and impact of all post-16 provision and ensure that we fund consistently high quality learning, which provides and ensures equality of opportunities and meets the needs and expectations of the learner.

#### Key Strategic Aims

In developing our strategy the Learning & Skills Council London East has adopted five strategic aims, which we believe reflect the key challenges for our partners and us over the next three years and beyond. These aims complement the national key tasks and objectives.

1. To ensure that every young person has a positive, successful and supported transition from school to post-16 learning and the world of work which lays the foundations for each to achieve their full potential through learning.
2. To involve significantly more adults living and working in London East in some form of learning and to demonstrate the benefits of lifelong learning in terms of better employment prospects and improved quality of life.

3. To ensure the provision of high quality and relevant learning in London East, through the development of appropriate learning opportunities, which both meet the needs of local employers and their workforce and enables local people to compete successfully for local jobs.
4. To meet the basic skills and English Speakers of Other Languages (ESOL) needs of the diverse population of London East by ensuring high quality accessible learning is delivered through a wide range of local venues – further promoting our commitment to social inclusion and community renewal.
5. To improve the quality and relevance of learning provision in London East through effective curriculum development and to embed the concept of continuous improvement as a fundamental principle in all learning institutions.

This funding prospectus has been developed in line with the above primary functions and key strategic aims of the Learning and Skills Council London East.

The development of our strategic plan has involved extensive consultation with partners and stakeholders across the London East area.

The process began in July 2000 with a series of specialist focus groups with community and voluntary organisations, learning institutions, employers and public sector bodies. Following these, a series of workshops, seminars, focus groups and one to one meetings have taken place throughout the autumn. A set of short discussion papers have been widely circulated at these events and views and ideas have been sought in the form of written comments via post and email.

Partners and stakeholders consulted on this plan included:

Local authorities;  
3 Local Learning Partnerships;  
Local Strategic Partnerships;  
Thames Gateway Partnership;  
Employment Service;  
Business Link for London;  
London Development Agency;  
London East Connexions Partnership;  
Learning institutions (schools, 6<sup>th</sup> form colleges, FE colleges, HE, adult education institutions, and workbased learning providers);  
Community and voluntary organisations;  
Chambers of Commerce and employer representative groups;  
National Training Organisations;  
A selection of employers;  
Other local Learning and Skills Councils in London and adjoining counties.

## 4. The European Social Fund Objective 3 Programme

The European Social Fund (ESF) Objective 3 programme is managed by the local Government Office. In London, this means the Government Office for London (GOL). The plan which includes the strategy for the use of this fund is called the *Regional Development Plan – ESF Objective 3 Programme for London*. The Regional Development plan sets out the strategies, priorities and percentage allocations for the European Social Fund Objective 3 programme in London from 2000 – 2006.

The Regional Development Plan was revised in May of last year. The revision covers:

- a review of updated statistics and research;
- a review of the impact of relevant policy and programme developments;
- consultation with interested parties, including co-financing organisations;
- the framework set by the Policy Frame of Reference, the UK Community Support Framework for ESF 2000 – 2006 and the England Operational Plan.

The Objective 3 Programme aims to tackle barriers to labour market participation experienced by the unemployed and socially excluded. Support will also be available to promote lifelong learning and to enhance adaptability, targeting employees and employers, as well as gender inequality. There will also be the opportunity to provide support for preventative work with young people between the ages of 13 and 17 years.

The Objective 3 Programme is divided into five policy fields. Each Policy field breaks down into a number of measures which provide further detail. These policies and measures, and the supporting information and guidance, form the backbone of the Objective 3 programme. They break down as follows:

Policy Field 1 – Active Labour Market Policies

*(Developing and promoting active labour market policies to combat and prevent unemployment).*

Policy Field 2 – Equal Opportunities and Social Exclusion

*(Promoting equal opportunities for all, especially those experiencing social exclusion furthest from the labour market).*

Policy Field 3 – Lifelong Learning

*(Addressing individual learning needs of employees to improve employability and promote job mobility).*

Policy Field 4 – Adaptability and Entrepreneurship  
*(Promoting a skilled, trained and adaptable workforce in response to the needs of SMEs).*

Policy Field 5 – Improving the position of Women in the Labour Market  
*(Specific measures to improve women's access to and participation in the labour market).*

The European Social Fund will contribute funds to provide additional support and activity to the majority of the local priorities that have been identified in this prospectus. These funds will be allocated and managed in accordance with the requirements of the new Co-Financing initiative.

To obtain a copy of the Regional Development Plan or for more information on the programme, please use the following website address:

[www.go-london.gov.uk](http://www.go-london.gov.uk).



## 5. Co-Financing

Following publication of the consultation paper 'The European Social Fund: Proposals for Co-Financing in England' in October 2000, the Government decided to introduce new arrangements for the administration of ESF. Under the co-financing system, public bodies, that already have responsibility for large amounts of public funding, will submit plans to Government Offices for ESF and then channel both ESF and public match funding to new and existing providers through a single contract. Co-financing aims to simplify arrangements for providers who will now have to make only one grant application and will only have to comply with one set of requirements for management information, claims, monitoring, and audit, unlike the current arrangements that require them to apply and account for funding to two separate bodies.

The broad aims of co-financing are:

- better value for money;
- added value to the delivery of government programmes;
- innovation and creativity at local and regional levels;
- greater coherence, co-ordination and targeting of provision;
- reduction of bureaucracy.

The Learning & Skills Council London East was approved as a co-financing organisation in 2001.

The purpose of co-financing is to add value to government programmes through additional activity that otherwise would not have been possible. This activity will help us to identify and support new partners and providers and build the capacity of our existing partners and providers. We are looking to expand and diversify our provider base in order to deliver our increasingly stretching targets and contribute to the delivery of the aims and objectives of the Regional Development Plan.

We will be funding activity which delivers against most of the policy fields and measures from the Regional Development Plan. However, we are not covering all of the possible activities each policy field can encompass, only the areas where there is complementarity with our strategic remit. Other co-financing organisations will cover other activities where there is complementarity with their strategic remit.

Other co-financing organisations in London are: Job Centre Plus, the Association of Local Government, London Business Link and, the London Development Agency. Other organisations may be approved in future years (for detail on Co-Financers visit the GOL website page 8).

The specific policy fields and measures that we will be focusing on this year are:

**POLICY FIELD 1 – ACTIVE LABOUR MARKET POLICIES**

- Measure 1.1      Provide advice & guidance to enable people to develop active and continuous job search strategies & prevent them moving into long-term unemployment.
- Measure 1.2      Improve the employability of the unemployed through targeted intervention to enhance vocational and other key skills and removing external barriers to labour market entry.

**POLICY FIELD 2 – EQUAL OPPORTUNITIES & SOCIAL INCLUSION FOR ALL**

- Measure 2.2      Provide help to improve the employability and remove barriers to labour market entry for those groups disadvantaged in the labour market.

**POLICY FIELD 3 – LIFELONG LEARNING**

- Measure 3.1      Promote wider access and participation in lifelong learning (especially for those groups least likely to take part in lifelong learning activities).
- Measure 3.2      Improve employability through directing and supporting lifelong learning provision so that it is responsive to changing needs of employers.

**POLICY FIELD 4 – ENCOURAGING ENTREPRENEURSHIP & ADAPTABILITY AMONGST THE WORKFORCE**

- Measure 4.1      To update and upgrade employees' vocational skills, including basic and key skills.
- Measure 4.2      To identify and meet emerging skills shortages, including at a higher levels.

**POLICY FIELD 5 – PROMOTING THE PARTICIPATION OF WOMEN IN THE LABOUR MARKET**

- Measure 5.1      To improve access to learning and to remove barriers to employment.

## **6. The London East Approach**

The previous sections of this document should have given you the context in which our approach has been developed. The details provided in this section apply to the Learning & Skills Council London East only.

The Local Initiative Fund (LIF) was established to provide a flexible and responsive source of funding for those projects which contributed to the strategic objectives of the Learning & Skills Council London East.

Last year it was combined with the ESF money to form a Development Fund.

This year the LIF budget will be changed to the Local Intervention & Development (LID) fund. This new budget will be targeted specifically at meeting the Success For All agenda. It has been decided to keep the ESF and LID money separate this year. They will still be accessed using a common process. The only difference is that each Local Priority will indicate whether or not it is an ESF or LID funded priority.

### **Development Funding**

The Learning & Skills Council London East has developed an approach to allocating funding which compliments our role as a strategic purchaser of learning. Development Funding reflects our ongoing commitment to simplify the funding application process and thereby widen our supplier base and range of provision.

This year we have combined LID priorities with our ESF priorities and included them in the Development Funding Prospectus. The Prospectus details our development priorities. The priorities have been identified as a result of consultation with external partners on our strategy, referral to the National LSC strategy and referral to the Regional Development Plan for ESF Objective 3 in London.

If we are to bring about the changes necessary to improve the learning offer for those working and living in East London we have to maximise the use of our development funds.

Each local priority will be paid for using either ESF or LID. The type of fund is clearly indicated under each priority. This is for your information only. Which fund you apply for will not make any difference to the application process you will need to follow. The only difference will be the timescales.

We are a strategic funding organisation. It is our responsibility, in consultation with our key strategic partners, to research, identify and present our strategic priorities. It is also our responsibility to decide the most efficient way of providing funding for activities which can deliver against those priorities. The priorities for this year have been broken down in sufficient detail to allow an organisation or partnership to make an informed decision as to whether or not they should apply for funding.

The innovation and expertise we expect our applicants to demonstrate will not be on “*what*” we should deliver but on “*how*” it can and should be delivered. This is where the expertise of providers in our area lies. By removing the barriers to the understanding and accessing of the funding available, we intend to widen and diversify our provider base and the provision it offers to local people. This is essential if we are to deliver our challenging targets.

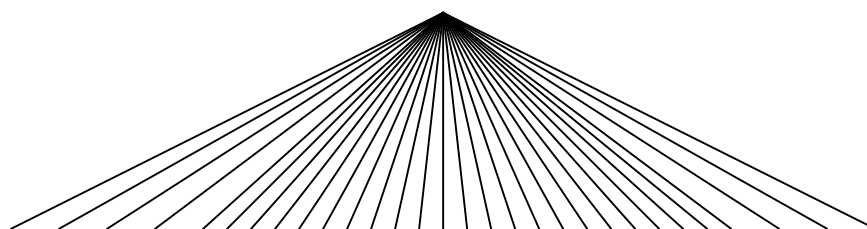
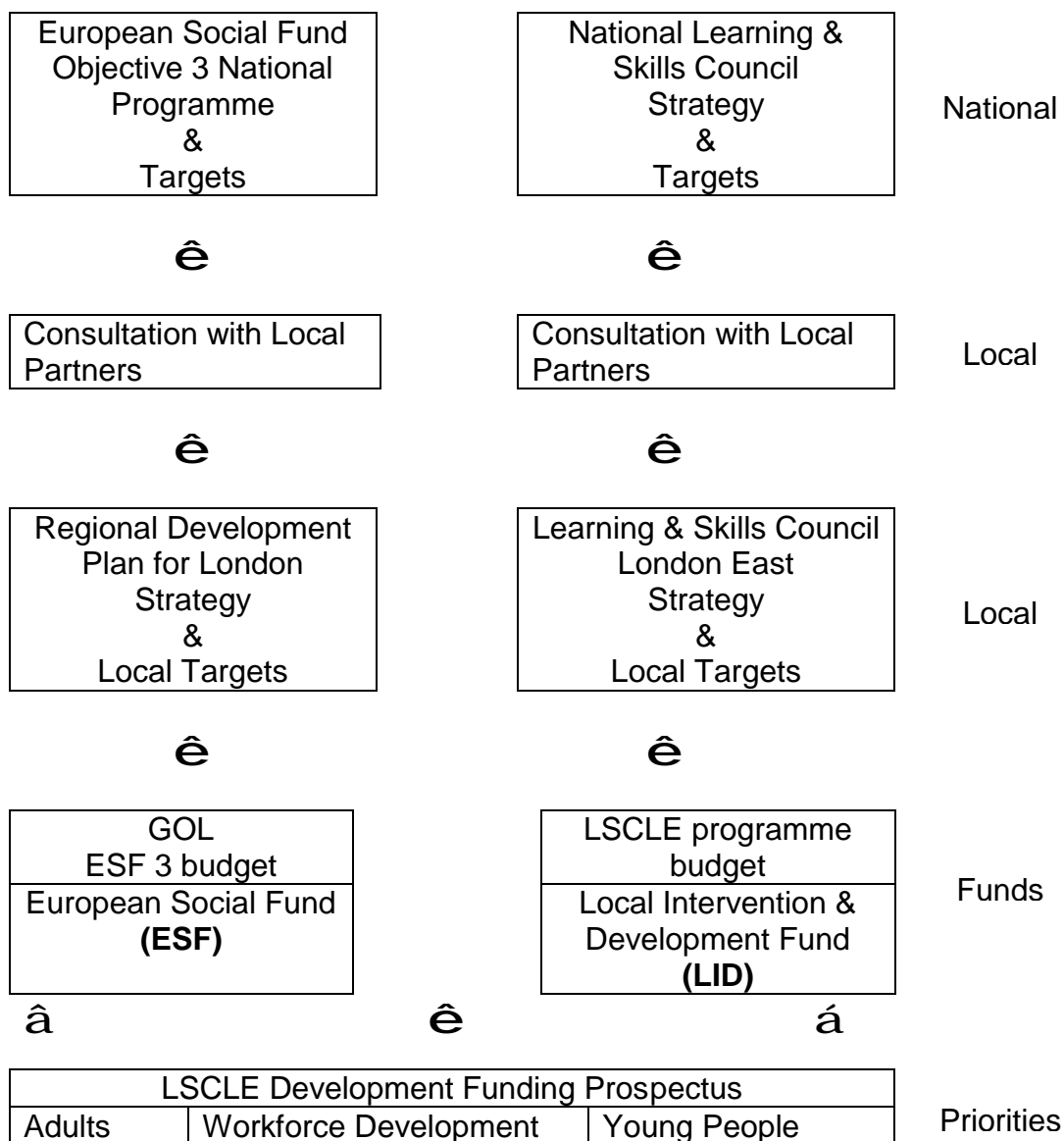
In total we have approximately £20m (ESF £13m & LID £7m) of funding available. This will be used to fund projects anywhere from six months up to a maximum of 16 months.

The process we have followed in developing this approach is summarised in the flowchart on the next page. Please note the interaction between you as a potential applicant organisation, and the LSC London East, as the strategic funding body. The focus is clearly on the local priorities we have identified and your ability to deliver them.

Each local priority has been broken down. They state clearly and concisely the priority area, the outputs required, the experience we would expect from a potential applicant organisation, target groups, geographical area, type of budget and an indication of the available budget. There is no guidance on how each priority should be delivered. That is where we need your expertise as delivery organisations. Your application for funding is based on this. The application form focuses on what you propose to deliver, how you propose to deliver it, who you propose to deliver it to, and the resources required to deliver it.

It is our intention, by keeping the process as simple and clear as possible, we will maximise the number of high quality proposals we receive, and increase the number of providers we use to deliver a much broader agenda.

**The Learning & Skills Council London East/European Social Fund**  
***An overview of the development process***



Approved Projects
Approved Providers

## **7. Local Economic Overview**

This information forms part of the Learning & Skills Council London East's strategic plan. It will provide a clear economic context for the activities that we wish to fund this year.

London East possesses one of the most culturally rich communities in the UK, yet it is also an area of great deprivation. Learning & Skills Council London East will continue with the regeneration agenda and seek to utilise fully skills and experiences in our own unique community to lessen the barriers to employment and education. The following section is a summary of the current economic climate in London East.

### **Young People**

#### **Profile**

There will be approximately 107,000 young residents aged 16-19 in the Learning & Skills Council London East area (excluding the City) in 2002, which will increase to around 110,000 by 2004. Growth in the young population will continue to be faster than across all ages, though marginally slower than the London average.

The young population is culturally diverse, while a large proportion is drawn from among the most deprived areas of the country. Just over one third (36%) of 16-19s are minority ethnic in 2002, with the main groups being: Bangladeshi (mainly Tower Hamlets); Indian (Newham, Redbridge); Pakistani (Newham, Redbridge); Black Caribbean (Hackney, Lewisham); Black African (Hackney, Newham). There is a wide mix of minority ethnic groups in Greenwich (22% in total). Outer Barking and Dagenham, Bexley and Havering boroughs are less ethnically diverse.

43% of young people in London East live in wards that are among the 10% most deprived in the country. Special educational needs (SEN) among young people are above average, notably in Greenwich and Tower Hamlets. Youth employment has increased in the last five years but still lags regional and national rates (though participation in full-time education is now greater).

#### **Participation and Attainment**

Analysis of the four years of school leavers over the 1997-2000 period shows that 50,000 in London East left school without having achieved a Level 2 qualification. This amounts to 47% of the 16-19 age group. The largest numbers of low achievers were from Newham (7,200), Greenwich (6,700) and Tower Hamlets (6,400); the fewest were from Hackney (4,200), due in part to declining school rolls in the borough.

The majority of those staying on in education are in sixth forms (55%). Boroughs with lower school-age achievement tend to have more leavers entering further education colleges. A 'learning divide' exists in London East

where high GCSE performance is followed by higher sixth form entry and highest A/AS Level scores.

2,000 young people (15%) did not make a positive post-16 transition last year, entering neither employment nor further learning. The highest numbers were in Newham and Tower Hamlets although, when excluding unknown destinations, Greenwich and Lewisham also had significant numbers.

### **Barriers to Learning**

There is a consistent link between poor learning performance at earlier stages in education and non-achievement among 16-19s. Key Stage 2 and 3 basic skills scores are lowest in Hackney and Newham and highest in Redbridge and Havering. The divide in basic skills widens from 52% - 68% at age 11 (Key Stage 2) to 39% - 65% by age 14 (Key Stage 3).

Disaffection with learning also sets in during the pre 16 stage. Highest unauthorised absence rates are in Greenwich and Hackney, followed by Barking and Dagenham and Newham. However, the highest permanent exclusion rate in 1999/2000 was in Lewisham.

### **Gaps and Targets**

On entering the 16-19 stage, only 43% of young people in London East in 1999/2000 had reached National Vocational Qualification (NVQ) Level 2. This would require the same proportion again to attain a Level 2 qualification to reach the National Learning Target by age 19 (85%). The widest deficits are in Hackney and Greenwich (needing 53%) and Tower Hamlets (52%). There is no official measure of percentage attainment at NVQ Level 3, where the national target is 55% by age 19.

## **Adult Learners**

### **Profile**

There are 1.14 million adults in London East aged 20-64, and a further 250,000 of retirement age.

### **Participation and Attainment**

Around 43% of adults (490,000) in London East have not attained a Level 3 qualification, with 20% (230,000) lacking any formal qualification. One in four adults (290,000) say that they have no or only basic numeracy skills, while one in seven (160,000) have basic/no literacy skills. Assessments carried out by the Basic Skills Agency through testing suggest higher rates of poor numeracy and literacy in London East at 27% and 26% respectively.

Enrolment in adult and community learning (ACL) is below regional and national averages in London East although the central London rate is boosted

by the non-resident workforce enrolling at evening classes. Course completion rates are low in Lewisham and Tower Hamlets.

## **Skills and Workforce Development**

### **Profile**

Local employers are important both in determining the skills needed in the London East workforce and in ensuring workplaces are places of learning for those employed. Small and medium sized enterprises (SMEs) provide the majority of employment and are also less inclined, or able, to support work-based learning.

There are 75,000 SMEs based in London East, of which 14,500 are in the City of London. 64,000 of these firms have no more than 10 staff.

60% of the London East SME workforce, excluding the City, is employed in four main sectors - Retail, Hospitality, Financial Services and Business Services. 75% of the City SME workforce is in Financial Services. Only two-thirds of the local workforce lives in London East, falling to less than a quarter in the City.

### **Skill Demands**

Skilled and semi-skilled manual occupations are more significant in the London East workforce than across London, as well as sales jobs. However, around one in four jobs are in professional or technical occupations that require Level 3+ qualifications.

The type of workforce demanded in London East can vary between sectors. Part-time employment is more common in Retail and Education/Health sectors. Self-employment is most common in Construction, Business Services and Community sectors.

Young people are currently more likely to be employed in Retail and Hospitality sectors and less so in Manufacturing, Business Services and the public sector. Women tend to be under-employed in Manufacturing, Transport/Communications and Business Services.

Employment growth in London East is expected in six key sectors, which saw the following increases in jobs 1995-99 (in brackets):

Financial and Business Services (65,000)  
Construction (10,000)  
Manufacturing (12,500)  
Hospitality and Catering (10,500)  
Cultural and Creative Industries (1,400 + self-employed)  
Health and Care Sectors (7,000)



The main growth areas, 2000-2005, in terms of occupations are: (Manager/Admin) special and finance managers; (Professional) technologists and medical specialists; (Assoc. Prof./Technical) finance experts and arts/culture professionals; (Clerical) accounts clerks and computer operators; (Skilled Craft) mostly declining, except for food sectors and specialist crafts; (Personal/Protective Services) catering; (Sales) assistants, check-out; (Manual Operative) food processing; (Other low-skilled) mainly in hospitality and public sectors.

Occupational trends in London East tend to reflect greater concentration on work in London's 'world city' functions - finance, high technology design, cultural industries, hospitality/retail/tourism and public sector/government.

### **Skill Gaps and Shortages**

Only four-fifths of the London East workforce is qualified to a Level 2 NVQ equivalent, a lower rate than across London. Low qualification is most prevalent in the Construction, Hospitality, Manufacturing and Community sectors. The percentage of the workforce at Level 4+ is also lower in London East compared to the rest of London, with lowest rates in Hospitality and Retail (sectors that mostly employ young people). In general, the London East workforce would seem to be relatively poorly qualified in associate professional/technical occupations, skilled manual (Level 3+) jobs, personal/protective service and other low-skilled (basic qualification) occupations.

Skill weaknesses are consistent with employers' experiences: Manufacturing, Business Services and Retail sectors are more likely to report having skill gaps. In terms of experiencing shortages in recruiting from the open labour market, Manufacturing, Business Services and the Community and Voluntary sectors have most difficulty.

### **Workforce Development**

A major proportion of the London East workforce has not been in learning for five years or more, or ever since school. The overall rate of 17% is similar to the London average, but is greater among those working in the more traditional Construction and Transport/Communication sectors. It is also higher in Business Services, however, where 38% of those surveyed had last been in learning three or more years ago.

## 8. Local Priorities for 2003/2004

The Learning & Skills Council London East has highlighted priority areas for funding for this year. They are based on our strategic plan, and the ESF Objective 3 Regional Development Plan. The local priorities have been broken down into the following key areas:

1. **Adults (AD)**
2. **Young People (YP)**
3. **Workforce Development (WFD)**

Other priorities included last year (e.g. Community, Basic Skills & Research) are cross-cutting by nature and will run through the above priorities.

### 9.1 Local Priority Overview

The activities we are looking to fund under each of the three key areas above are detailed below. This includes a headline description and the priority reference number (shaded). This will give you an idea of the scope of activity that we are looking to fund this year.

If you wish to submit an application for any of these priority areas, please refer to the detailed individual breakdowns included in 'LSCLE DF Local Priorities'. This is essential to making a suitable application. If the application form does not address the points included in the individual breakdowns (LSCLE DF Local Priorities), it will not be eligible for funding.

#### 1. Young People (YP)

Young people can refer to anybody aged between 13 & 24 years. The target age groups will vary across the different priorities. For specific definitions, please refer to the individual breakdowns (LSCLE DF Local Priorities).

- YP-1 Encouraging young people into Higher Education (HE)
- YP-2 Promoting post 16 option to parents and carers
- YP-3 Advice & Guidance outreach activities
- YP-4 Support the development of English for Speakers of Other Languages (ESOL) for Life Skills & WBL
- YP-5 Equality and Diversity- Developing a range of inclusive post 16 learning opportunities locally for young people with special educational needs.
- YP-6 Improve retention and achievement in Work Based Learning.
- YP-7 Pre Entry Taster Course for the Hardest to Reach
- YP-8 Research into Credit Accumulation & Transfer system.
- YP-9 Research into future occupational demand.
- YP-10 Researching Barriers to HE for post 16 learners.
- YP-11 Disability Discrimination Act – Compliance Mapping
- YP-12 Promoting interaction between the range of 14-19/ 13-17 providers

## 2. Adults (AD)

This section includes activities that benefit mostly adults. However, there are some young people included in certain priority areas. When this is the case, it will be clearly stated in the individual breakdown (annex 1).

- AD-1 Adult and Community Learning for Older People
- AD-2 Improved Citizenship Initiative
- AD-3 Engaging Skills for Life priority groups in Basic Skills & English to Speakers of Other Languages (ESOL)
- AD-4 Research into the Needs of Older People
- AD-5 Plugging Gaps in the current Information, Advice and Guidance system
- AD-6 Research into barriers facing Disabled People
- AD-7 Family Learning
- AD-8 Capacity Building Adult & Community Learning Providers
- AD-9 Research into Engaging Lone Parents
- AD-10 Basic Skills & ESOL teacher training standards
- AD-11 Integrating Basic, ESOL & Key Skills into main learning programmes.
- AD-12 Borough based employment strategies
- AD-13 Meeting Needs of Refugees and Asylum Seekers
- AD-14 Dual learning for Asian families

## 3. Workforce Development (WFD)

This section covers activity where there is a clear focus on the workforce (actual and potential) and employers.

- WFD-1 Local Recruitment
- WFD-2 Pre Entry Learning for Employees with Low Level Qualifications
- WFD-3 NVQ Delivery Frameworks for Small to Medium Sized Enterprises (SME)
- WFD-4 Ethnic Minority Teacher Priorities
- WFD-5 Childcare Staff Training
- WFD-6 Management training for voluntary and community sector training providers.
- WFD-7 Rail Industry recruitment
- WFD-8 Modern Apprenticeships and NVQs in the Rail Industry
- WFD-9 Basic Skills and English for Speakers of Other Languages (ESOL) in the workplace
- WFD-10 Financial Sector Skill Requirements
- WFD-11 Capacity building community providers of financial advice
- WFD-12 Care training & assessment centre
- WFD-13 Construction Industry – On Site Assessors
- WFD-14 Construction Industry – Under represented groups
- WFD-15 Hospitality – Up-skilling employees
- WFD-16 Hospitality – Recruitment & Employability
- WFD-17 NVQ Assessors in the Workplace
- WFD-18 Investor in People and MATRIX standards in the voluntary &

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	community sector
WFD-19	Retail – Benchmarking against the retail occupational standards
WFD-20	Training for women in non-traditional occupations
WFD-21	Delivering Basic Skills / ESOL in the workplace
WFD-22	Equality & Diversity Impact Measures
WFD-23	Research into Dual Learning for Asian Families

## **9. Pan London Projects**

It has been agreed by the LSCs across London that this funding round will not invite any pan-London applications. Based on experience of last year's pan-London process, it was felt that this area of activity would require its own set of specific priorities and therefore a separate process.

The process by which pan-London priorities are identified, requires the involvement of a number of other co-financing partners with a London wide remit (i.e. London Development Agency, Association of Local Government, Job Centre Plus). The identification and agreement of pan-London priorities will be supported by a separate process.

Details of this process will be announced at a later date.

## **10. Applying for Smaller Grants – Fast Forward Programme**

The Fast Forward programme was originally known as Global Grants. Due to its current success the LSC's will continue to contribute to this fund to enable very small organisations to apply for funding for very small projects throughout London. This has so far provided quicker access to more modest funds using a more flexible timetable.

The funding comes from a variety of different organisations including the five London LSCs, the Association of Local Government, the London Development Agency and some local authorities. This fund is then combined with the European Social Fund to grow the pot available to applicants.

The budget will be centrally managed across London by the Association of Local Government (ALG). Decisions on funding will be made according to an agreed appraisal process which will involve representatives from all of the organisations contributing to the budget.

The Global Grants route will be available to those organisations seeking funding for up to £10,000.

For further information on this fund, please visit the following web site address:

<http://www.alg.gov.uk/home.asp>

## 11. Appeals Procedure

Any applicant organisation/partnership who feels they might want to appeal against the decision of the Learning & Skills Council London East, should read the following information first.

1. As explained in the guidance materials, all proposals for funding are **assessed** by assessors comprising colleagues from a range of sectors with wide ESF and learning & skills experience. All assessors are given training and guidance by the Learning & Skills Council London East in partnership with the London Voluntary Sector Training Council. This covers the content and application of the scoring framework, and their specific roles and responsibilities.
2. After the assessment stage, proposals are forwarded to the **Appraisal Panel** who ensure that the overall balance of the proposals selected for support reflect the strategic remit of the Learning & Skills Council London East, the eight London aims and the needs of the key target groups identified in the Regional Development Plan. The comments made by the assessors are also considered at this stage (including any eligibility issues raised).
3. Recommendations are then made by the appraisal panel which is agreed by the LSC's Council. The successful proposals will also contribute to the activities and outcomes detailed in the Co-Financing Plan submitted by the Learning & Skills Council London East to the Government Office for London. The Co-Financing Plan is forwarded to the **London European Programmes Committee - Objective 3 Support and Advisory Group** which oversees the Co-Financing process for London.
4. It is inevitable that a significant number of applications cannot be funded for reasons of quality, coverage, and available funds. However every effort is put into ensuring openness, objectivity and fairness. All applicants are provided with **feedback** if requested in writing. The feedback will detail a summary of the assessor's comments and any other information that will help to clarify the reasons for the decision and also enable a more appropriate submission on future occasions.
5. Any challenges against a decision must be in the form of a formal **Appeal**. This is because the result was arrived at after a thorough process and a wide range of safeguards were applied. For example, every application submitted is assessed independently by at least two assessors, who then discuss and agree a joint grade, referring any disagreements to LSCLE staff.
6. Assessment criteria for the 2003 "round" are explained in section 13 of this document.
7. In order for an appeal to succeed, appellants must demonstrate that, given the information in the original application, there has been bias on the part of the assessor/s and/or the Appraisal Panel, or that they arrived at a decision

that no reasonable person would make. This means providing detailed and convincing arguments.

**8. A simple disagreement with the feedback, or with the final decision after appraisal, will not suffice. Neither will repetition of information from applications. Similarly, an unsubstantiated allegation of bias, or an appeal based on the fact that a project has been successful in the past will not be investigated further, and the appeal will fail.**

9. Should a claim of bias or unreasonableness be supported by the LSCLE, the application will be **re-assessed** by colleagues from the original assessment team who have not already seen the application, **and /or re-appraised** by the LSCLE according to the nature of the Appeal. In the case of re-assessments, the new recommendation will be substituted for the original one before the application is re-appraised.

**10. You are advised to look carefully at the comments given to your application, along with your original answers and the application guidance, before deciding whether or not to appeal.**

11. If you feel that there are grounds for an Appeal, it should be sent to:

Mike Pettifer  
Head of Development Funding  
Learning & Skills Council London East  
Boardman House  
64 The Broadway  
Stratford  
London.  
E15 1NT.



## 12. Timetable

The Learning & Skills Council London East timetable for this year's call for proposals is as follows:

<b>Local Priorities published (Paper and electronic format)</b>	<b>17/01/03</b>
<b>Guidance Materials and Application form published</b>	<b>21/01/03</b>
<b>3 x launch events across 3 learning partnership areas</b>	<b>28<sup>th</sup>, 29<sup>th</sup> &amp; 30<sup>th</sup> January 2003.</b>
<b>9 x borough based Funding Workshops</b>	<b>Late February Early March 2003</b>
<b>Deadline for receipt of applications</b>	<b>5.00pm Monday 31<sup>st</sup> March 2003.</b>
<b><u>(The LSC will not accept any late bids this year).</u></b>	
<b>Results issued</b>	<b>30/06/03</b>

Proposals for funding should be submitted using the application form provided for this purpose.

Please return **ONE signed original copy plus ONE further copy** of your application to the address on your application form.

**Late, incomplete or unsigned proposals will not be accepted.** Proposals should be submitted by **paper copy only**.

## 13. Summary of the Application Process

LSCLE DF Local Priorities 2003, LSCLE DF Application Form 2003, LSCLE DF Funding Prospectus 2003, LSCLE DF Application Form Guidance 2003. This can be downloaded from the web site addresses provided or sent by post (disk or hard copy)



Funding Prospectus read by applicant organisation to understand the background to the London East approach and the application requirements of the LSC London East.



Applicant organisation to read through Local priorities beginning on page 18.



Read through the detailed breakdown of the priorities that are of interest. They are found in the LSCLE DF Local Priorities 2003 document.



If you feel you are able to deliver against a particular priority, complete the application form. When completing the application form, remember:

- follow the guidance included in LSCLE DF Application Guidance 2003;
- read through the LSCLE DF Funding Prospectus 2003
- refer to the priority breakdown included in LSCLE DF Local Priorities 2003.

This will ensure you consider all of the criteria against which your application will be assessed and appraised.



Send the completed application with one additional copy to the address on the application form, before or by the deadline (31<sup>st</sup> March 2003 – 5.00pm).

## 14. Summary of the Assessment & Approval Process

Application received and assessed by two trained assessors using the assessment guidance included in LSCLE DF Application Guidance 2003 document. Both assessors discuss the proposal and agree a common grade.



The application is then either forwarded to the Appraisal Panel (if the grade is high enough), or rejected.



The appraisal panel agree a package of proposals that are recommended for approval using the appraisal criteria included in LSCLE DF Application Guidance 2003 document.



The recommendations are forwarded to the Learning & Skills Council London East's Development Funding Committee (a sub-committee of the full Council) for final agreement.



Unsuccessful applicants are informed in writing of the result.



Successful applicants are contacted by the Learning & Skills Council London East to agree the final offer (this may vary from the original application submitted e.g. costs, number and types of activities/outcomes etc.). If agreement is not reached, the project will not go forward, if agreement is reached the agreement will be formalised into a delivery contract.



Contracted projects will be assigned a project manager who will lead on providing the monitoring and support to ensure a successful conclusion.

The Learning & Skills Council London East wishes you every success with your application.